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ABSTRACT

Presented is the transcript (translated into English) of a round-table discussion on student assessment and program evaluation in French-language literacy education in Canada. Panelists are government officials and specialists in Canadian francophone literacy education from several provinces (Quebec, Ontario, New Brunswick). Each briefly outlines the current situation of student assessment in his province, and offers perspectives on what should be evaluated and how the assessment reflects the learner's intentions in gaining literacy, whether for occupational or personal reasons. The role of francophone community colleges in francophone education in New Brunswick is noted. It is also suggested that funding cuts may threaten literacy education for personal satisfaction by limiting services to only those needing training for occupational purposes. Concern is expressed that student and program evaluation may tend to affect funding, with the effect of limiting access to instruction. Several related issues are touched upon, including the role of public schools in adult literacy education, the role of volunteer and community literacy programs, and accreditation of literacy teacher training. Implications for public educational policy concerning literacy and literacy education are discussed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 391 395

La reconnaissance des acquis et l'évaluation des programmes

English translation

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L'alphabétisation des adultes : questions et options

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Pour la Direction de l'alphabétisation Ministère de l'Éducation de l'Ontario

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ROUND TABLE:

RECOGNITION OF LEARNER ACHIEVEMENTS AND THE ASSESSMENT OF LITERACY PROGRAMS

Jean Fugère: Good morning. My name is Jean Fugère. The subject of today's round table is recognition of learner achievements and assessment of literacy programs.

Outside the province of Quebec, the history of literacy in French is extremely short. It wasn't until 1987-88 that activities truly got under way in Ontario and New Brunswick and 1989 before any projects were realized in the other provinces and territories.

It is therefore not surprising that recognition of learner achievements and the assessment of literacy programs were secondary concerns. The priority for those involved was, naturally, to provide the structure - its assessment would come later.

Now seems to be the appropriate time.

What means would be suitable to evaluate learner achievements and gauge the success of the programs? This is what we and our guests are going to attempt to determine today.

First, let me introduce Micheline St-Cyr, President of the Regroupement des groupes francophones d'alphabétisation populaire de l'Ontario (Federation of Ontario Francophone Community Literacy Groups) and Coordinator and

Head of the Centre Alpha in Toronto.

Micheline St-Cyr: Good morning, Jean.

Jean Fugère: Marc Leduc is with the Direction générale de l'évaluation et des ressources didactiques (Learning Resources and Assessment Branch) of the ministère de l'Éducation du Québec (Quebec Department of Education).

Marc Leduc: Good morning.

Jean Fugère: Serge Wagner is a professor at the Université du Québec in Montreal and one of the architects of literacy in French in Canada.

Serge Wagner: Good day.

Jean Fugère: Roger Doiron is the President of the Fédération d'alphabétisation du Nouveau-Brunswick (New Brunswick Literacy Federation), as well as being President of the newly-formed Fédération canadienne pour l'alphabétisation en français au Canada (Canadian Federation for Literacy in French in Canada).

Roger Doiron: Hello.

Jean Fugère: Before we get right into it, it might be helpful to hear about your personal experiences. Micheline, perhaps you could tell us what you do at the Regroupement des groupes francophones d'alphabétisation

populaire de l'Ontario.

Micheline St-Cyr: I am the President of the groups Jean mentioned earlier. But it is the Regroupement's member groups which look, almost exclusively, after literacy in French in Ontario.

Ours is a new group, founded in 1988. Achievement evaluation is something that's been on our minds, something we'd like to talk about to see how far we can go in this regard.

Jean Fugère: And at the ministère de l'Éducation in Quebec?

Marc Leduc: I am the Coordinator of the assessment of general adult education, including the literacy program. My Branch develops and orients that assessment, in addition to being responsible for curriculum assessment. For the past four years, we have been working on the new literacy program and doing whatever is required to implement it.

Jean Fugère: Serge?

Serge Wagner: I am currently concluding a study on the issue of literacy in French in Ontario. There's not much to add to what's already been said, other than that when talking about the evaluation of learner achievements or knowledge, one shouldn't forget to mention curriculum and policy assessment as well. To me, this seems

even more important for francophones living outside Quebec. With the exception of Ontario and New Brunswick, advances in terms of the recognition of literacy in French are either recent or practically non-existent.

Jean Fugère: Roger, what's going on in New Brunswick?

Roger Doiron: I am the President of a federation, composed entirely of volunteers, which promotes literacy in the province of New Brunswick. We also promote literacy awareness since, according to statistics, one-third of the Acadian population is totally or functionally illiterate. Obviously, there is a problem.

We also lobby the government extensively to ensure that both programs and services are evaluated.

Jean Fugère: From the outset, we have been speaking of "recognition of learner achievements"; however, this is often a confusing term. Before we go any further, perhaps we should explain exactly what is meant by "learner achievements".

Marc Leduc: In Quebec, we have examinations to directly evaluate one's knowledge of French and arithmetic at the presecondary and secondary levels, as well as at the level below the presecondary. People can thus have their achievements recognized. This means passing

examinations in French or arithmetic, no matter where they have taken courses or acquired their knowledge.

The examinations are thus used to recognize the knowledge acquired, no matter how it was acquired.

Jean Fugère: "Formative evaluation" and "sommative evaluation" are terms frequently used in educational jargon. What exactly do they mean, Serge?

Serge Wagner: "Formative evaluation" is a term generally used to describe an evaluation which accompanies the learner throughout the learning process, while "sommative evaluation" applies more to objective evaluation relative to goals or standards.

I should add here that when we talk about literacy, we're talking about French and arithmetic. Now we know that these skills (French, in particular) are used in a certain context and that *skills* is thus the right word. I think that if we find it necessary to do either type of evaluation, it should be oriented more in terms of skill assessment rather than the assessment of knowledge (which appears to be the model which was used in the schools).

Jean Fugère: Yes, Micheline?

Micheline St-Cyr: I have the impression from what Marc said that that's basically the same thing that's being done in Quebec.

Marc Leduc: In Quebec, the literacy program is a service offered by the school boards, as well as by community organizations. From a formative evaluation standpoint…we have formative evaluation scales for arithmetic and French, as well as for other areas of life and other types of learning, such as personal development.

Volunteer and community organizations which are prepared to use these evaluation scales are currently accredited to give improvement courses and may use these scales when working with illiterate individuals.

However, the school boards (which provide credit courses to those wishing to continue either their intermediate or primary education) give examinations on one's knowledge of French and arithmetic. These examinations are then used as the prerequisites for academic advancement.

I would like to contribute the fact that the Department of Education's literacy program is not focused solely on French and arithmetic. These subjects take priority with respect to academic advancement and the sommative evaluations necessary to progress through the

school system; however, the person taking literacy training is studying subjects other than French and arithmetic. Our response to this - the formative evaluation scales.

The adult is thus considered a person capable of learning to read and write provided that while he is learning French, he is also learning other things he needs to improve himself and continue his training. This is absolutely vital.

With respect to the differences between the evaluation of learner achievements and the assessment of literacy programs…it will not one day be possible to assess the Quebec program solely on the basis of the success of adult students in French and arithmetic. When program assessment has been carried out in the past in Quebec, it has covered a number of areas, such as the training and ability of those involved (i.e. teachers), as well as supervision, organization, teaching material, etc. There are yardsticks other than academic results to evaluate a program.

Jean Fugère: We've had a glimpse of what's going on in Quebec, but we'd like to know what's going on in the other two provinces regarding the recognition of learner achievements. Perhaps we could start with our guest from New Brunswick.

Roger Doiron: If a person is currently taking training in New Brunswick…I should perhaps start by saying that all adult training comes under the aegis of the Department of Advanced Education and Training. In other words, it's a bit different than the situation in Quebec or Ontario, where community groups seem to play a fairly important role.

In New Brunswick, everything is handled through the Department of Advanced Education and Training. Thus, the orientation is somewhat different (since the program content is set by the Department). We at the Fédération would like to ensure that the programs…that the content of the programs …truly meets the needs of those taking training.

It should also be noted that the emphasis is placed on the institution, on basic training in the sense that people are there to learn how to read and write or count. However, we at the Fédération feel that perhaps there should be more to it than that.

Jean Fugère: More to it than that? More than counting, writing, etc.? What are you referring to?

Roger Doiron: People come in for training but, before they can take it, they need to acquire skills in other areas. For instance, there are people who don't know how to write a cheque. They

come in solely to learn how to deal with daily life. This is an area we'd like to develop more fully with the province.

We're not really sure that the services currently offered by the Department of Advanced Education and Training necessarily meet either those specific needs or peoples' needs in general.

Jean Fugère: Micheline, is there currently a system in Ontario for the recognition of learner achievements?

Micheline St-Cyr: Not at the moment, no. The problem is that obviously, the same yardstick cannot be used regarding community literacy programs as would be the case for those within the school system. Thus, these are not currently assessed by the Ministry of Education. However, from a community education standpoint, our groups want…we stress evaluation, <u>practical</u> evaluation.

In other words, we're trying to integrate evaluation with achievements. If someone is able to do something, that is a form of self-evaluation. If, for instance, someone takes dictation without making any mistakes, whereas he made thirty the year before, that speaks for itself.

Jean Fugère: So it's at the formative level?

Micheline St-Cyr: Yes. We do the evaluation at the formative level.

Jean Fugère: Perhaps we could talk about the "clienteles", an expression frequently used. We talk about - and that distinction has already been made while we've been talking - we talk about people who enter literacy programs in pursuit of personal fulfillment. Some do so to find employment, to pick up the academic baton and run with it. Is it important to distinguish between the two clienteles?

Serge Wagner: We talk about two clienteles. In fact, if we're talking about the situation in Canada, there may even be three - in the sense that...To go back to the first two...the choice may exist between academic and more general paths; we know this to be the case in Quebec. I would also make the distinction between the situations within and outside of Quebec. What I want to bring out is that for francophone illiterates outside Quebec (without going into the picture for those within), adults always have a choice between literacy in French or English.

In fact, when we look at the current situation outside Quebec, a francophone can learn to read and write in English anywhere in Canada. However, there are considerably fewer places where a francophone can learn to read and write in French. That's the first difference!

But more than that, in many places in Canada, learning to read and write in French rather than English is extremely difficult and requires a whole slew of convictions and decisions regarding one's language and culture.

Not just concerning literacy in the strict sense of the word, i.e. learning to read, write and count in French, but concerning one's language as a whole. This is the problem with belonging to a minority group. All I'm saying is that with respect to these clienteles, the evaluation of programs and achievements should routinely take these processes and difficulties into account, including the problem seen in some places in Canada outside Quebec, i.e. the problem of mastering oral French - a problem seen much less often in the case of Quebec francophones. Thus, the mastery of oral French is far from being achieved. In any literacy program, one learns to read, write and count, but one also learns to regain one's oral language and one's position vis-à-vis one's language. This is what makes for clienteles somewhat different than the illiterate clientele seen in Quebec.

Jean Fugère: Marc, do you think it is necessary to make such a distinction?

Marc Leduc: In Quebec, when we use sommative examinations to evaluate learning in French (i.e.

achievements in the French language or arithmetic) for recognition or credit purposes or to supply an official document, we evaluate the learning targeted by the program, no matter who it's directed toward. In other words, someone coming for personal fulfillment reasons must pass an official examination if he wishes to obtain such credit or recognition.

If he prefers to learn with a community group, fine! However, if he wishes to receive official recognition, he must ask to write an examination with the school board.

Jean Fugère: So you really don't differentiate?

Marc Leduc: No.

Jean Fugère: Should the distinction be made with respect to the evaluation of the recognition of learner achievements? Is it important to do so?

Micheline St-Cyr: Personally, I think an evaluation is carried out in the community literacy groups. I think we're talking about two different things here. Obviously, we have to evaluate our people, to see whether they're functional, that they're making progress. However, should the learner choose at any time to return to an institutional program, I think it is up to the institution to put some sort of mechanism in place for recognition purposes. This has not

yet been done in Ontario.

Roger Doiron: Currently in New Brunswick…when you talk about two clienteles…this is not the case, since anyone wishing to take basic training outside the public school system automatically goes through the Department of Advanced Education and Training, via the community colleges.

There is no distinction between the two clienteles. There are only people wishing to take courses. However, one of the problems we have (and there are a number of them) is that the demand exceeds the supply. We just can't meet the demand. There are a lot of people who would like to be able to take courses no matter who was offering them, but they just don't have the opportunity to do so! This is a fundamental problem for some of the province's Acadian population.

Jean Fugère: I'd like to go back to the subject of the recognition of learner achievements. Can any other concrete action be taken? What do you see as being involved in evaluating learners?

Micheline St-Cyr: That was actually my question. I wonder how the learner…I find it hard to see how one can put himself in the learner's place to develop an evaluation formula. And I have a problem with that. I wonder how if one is outside - and I'm obviously thinking here of the community groups in Ontario - if we are not

school-oriented, how is our learner going to handle this examination? For me, this is a big question mark; it also frightens me somewhat.

I look at the existing structures - in Quebec, for instance - and I think of a railway yard. I see my learner trying to find his way through the maze of tracks. And I look at New Brunswick, which doesn't have any options at all. There is only the school system and a lot of people who would like to learn to read and write but who don't have the opportunity to do so. It thus appears to me that there are a substantial number of people who are going to fall through the cracks.

Jean Fugère: What would you like to see? More direct contact with the clientele?

Micheline St-Cyr: I think that may be the secret, but how? I don't have the answer - I'm asking the question. We're talking about the future. What are we going to put in place for the future? We're just starting and we're already wondering because, as usual, it's obviously a question of money. Where are our community literacy groups going? When we think seriously that, for instance, we take our learners up to a basic level - I think we have two or three colleges currently doing so in French...But where is it taking them? When they want to learn for employment purposes, they

still have to do so in English. We thus run up against the same problem.

Roger Doiron: In New Brunswick, we have an advantage with respect to training, if that's all we're talking about. It's that at least the people who get to that point have the advantage of being able to take their training in French at the community colleges…

Serge Wagner: …francophone community colleges. That's a big difference!

Roger Doiron: …francophone, yes. There are currently four community colleges recognized (for all intents and purposes) as French-language community colleges and which are there, first and foremost, to provide a service for the province's Acadian or French-speaking population. We thus have a marked advantage over all of the provinces other than Quebec, including Ontario.

But I have one concern. We were talking earlier about clienteles. I know that for us, money is an issue. Some might say that it's off topic to refer to the "famous" equalization issue, but the budget cuts we are currently experiencing have a direct impact on literacy programs. Because when all is said and done, the province lacks the money to provide this type of program! And, indirectly, the people who wish to learn to

read and write are going to be left out in the cold due to a lack of services.

What concerns me…we can talk about assessing people and programs, but if a government has to make a choice between training with a view to employment and training for personal satisfaction, I'm afraid it's going to choose the former, since there is currently a kind of…sorting out, in the sense that the people who have access to basic training are those on employment insurance or who receive income assistance. People who wish to attend these programs for their own personal satisfaction are not able to do so.

Jean Fugère: Isn't that bordering on the dangerous?

Roger Doiron: Yes, yes, definitely! Because when all is said and done, people who wish to learn to read and write for their own personal satisfaction, to fulfill their own personal needs, without necessarily intending to go out and get a job, are getting the short end of the stick!

Serge Wagner: The question Roger is asking is pretty basic, i.e. it involves adult education policy. Since we have a policy regarding the education of children, regarding teaching children how to read and write…If in Canada, for example, every provincial government or Ministry or Department of Education had to decide every

year how much it was going to invest to teach children the three Rs, we would think it absurd.

However, when it comes to teaching adults the very same things, this is exactly what it boils down to. The only exception in this regard is Quebec, which included in its Education Act the recognition of the right of adults to learn to read and write and to receive training up to the end of high school free of charge (although Quebec has just announced that it has set quotas regarding the adult education sector). I really don't know how this is going to work. But would we accept quotas regarding the child literacy sector? I know that things…obviously, an adult is not a child. However, there are currently a lot of short-term policies and very specialized, limited projects with respect to adult literacy.

I'm talking about the situation in Canada as a whole - there are very few places where there is general recognition of the right to learn to read and write and the policies which should result from such a right. And this is one problem which should definitely not be forgotten when talking about evaluation - especially if we're talking about the assessment of policies and programs.

Jean Fugère: Perhaps if I go back to the UNESCO

definition,i.e. that it's perhaps getting back to basics that becoming literate is not simply learning to read, write and do sums, but the ability to fulfill oneself as a person and to participate in society. There you have it, the UNESCO definition.

In other words, are you looking for a policy which will recognize that as well?

Micheline St-Cyr: This is exactly what Roger was talking about - the danger inherent in evaluation. It's a double-edged sword. And it's a very important issue, because if we start setting limits or quotas, we won't achieve…Personally, I think that literacy should be a societal project in Canada. It should be handled at a different level.

Jean Fugère: What exactly do you mean, Micheline, when you talk about literacy as a societal project?

Micheline St-Cyr: What I mean is that I'm afraid if we evaluate too much, we're not going to reach all of the Canadians who need literacy programs. That's what I'm afraid of. Because the lack of literacy programs outside Quebec is a tremendous problem. I'm not sure what the current situation is in Quebec, so I can't really say anything about it. However, I do know what the situation is here, as well as a little of what's going on in New Brunswick. And I think the need is there for everyone to

have access to literacy training. To ensure its availability for everyone…if too many obstacles are put in the way…and there I see assessment…assessment is necessary - I am not against it…

Marc Leduc: I'd like to talk about the modus operandi of assessment services. For school boards offering literacy programs, it's obvious that assessment is somewhat of a guarantee that the learning targets have been achieved. That's just as important as offering the program - we're looking toward the next learning stage. In terms of information, assessment helps explain how the taxpayer's money is being spent, as well as being a regulator of sorts.

This does not mean that the school boards confine themselves to giving literacy training in French and arithmetic. Far from it! The picture is far larger than that. However, the school boards are the Department of Education's interfaces in terms of sommative evaluation. The Department of Education is not going to regulate community groups to determine how their literacy programs evolved. Thus, from this standpoint, community groups are completely free…

Serge Wagner: Yes, but the best regulation is funding. When no resources are provided, that's the best evaluation in terms of control, the best regulation, the best approval regarding what

is or isn't done. Because it means turning off the tap. This was the case in Quebec, if we look at the successive budgets for the community groups and school boards involved in literacy programs. So yes, there was an assessment. The tap was almost completely turned off on one side and opened full blast on the other (i.e. with respect to the school boards) without really assessing the programs.

I understand that the situation is changing in this regard and I think the results may prove interesting. But I felt it was important to bring it up, because the government departments have fairly powerful assessment and monitoring mechanisms which can jeopardize the very existence of community groups.

As for the concept of a societal project, I feel that this is extremely important. If we look at the overall situation in Canada, we obviously have one province - all things considered, I'm talking about Quebec - which has decided to legislate a right and access to literacy training by giving it greater emphasis in the public education system. This is quite clear and has been so for some years.

However, this situation is the exception rather than the rule among the provinces. There is currently a profusion, a diversification of small-scale, individual, partially-funded volunteer literacy programs.

However, with certain exceptions, there is relatively little in the way of rights and true accessibility to basic literacy training for francophones in Canada as a whole, since the right to learn to read and write in French is obviously not recognized everywhere outside Quebec…The facts are that since that right is not recognized in a number of provinces and territories…The fact is that we are continuing to work on a societal project, which means that francophone development outside Quebec is uncertain - including with respect to literacy, where the resources in a number of provinces are either limited or non-existent.

Jean Fugère: Asking about the recognition of learner achievements is, to my mind, asking about the accreditation of the literacy program teachers as well. Do you feel that the two are related?

Micheline St-Cyr: In Ontario, we had to start from scratch. Thus, the first thing we did was to set up a training program. We looked at what we wanted to achieve and how to go about doing it - our philosophy. From there, we created a kind of format to avoid squandering our efforts and to ensure that the training was consistent, so that it would be the same for everyone. And that's how we got started.

We also tried to submit…we wanted to submit a valid training program to the Ministry of

Education and have it recognized as such. To us, that seemed the most logical route to take.

Jean Fugère: Yes, Serge.

Serge Wagner: Yes. Regarding accreditation, it seems to me that the current situation in Quebec has to give us food for thought. I mentioned that the Quebec government has included the recognition of the right to literacy in its legislation but, in doing so, the government also included in its legislation that in order for an individual to be able to teach adult education courses (i.e. including literacy courses for the school boards on a regular contract basis), he must have official accreditation - in other words, be a teacher with a teaching certificate.

A very short time period to qualify was included in the amended legislation in this regard. And unless the situation has changed over the past two weeks, this means that a number of women literacy teachers (women dominate the profession in Quebec) are going to lose their jobs since they teach literacy programs for the school boards but don't have teaching certificates. The time allowed to qualify is insufficient for anyone to do so, even working at it full-time.

So yes, there is a need for accreditation, but

it must be understood that accreditation may present problems - the Quebec experience is especially enlightening in this regard. There are literacy teachers without degrees or teaching certificates who have, despite this fact, managed to teach people to read, write and count - people who had received instruction from accredited teachers who were unable to teach them to do so.

Jean Fugère: To conclude, is the issue of the recognition of learner achievements and program assessment going to determine the direction of literacy-related policies? Marc?

Marc Leduc: Literacy programs are already fairly well-entrenched in Quebec; thus, we don't have the same problems as those which are the exclusive province of community groups (as is the case in Ontario, for instance). Literacy programs are fairly well-entrenched at the Department of Education.

It's only natural that people working in the adult education field - whether in the area of literacy or elsewhere - be accredited and that these workers or teachers be allowed to comply with the new government policy and obtain, if not a teaching certificate, then at least a licence to teach.

In terms of program assessment…the question is not whether the program will be correctly

implemented if the people teaching it have a certificate or licence. The question is actually whether the program will be correctly implemented if the people teaching it have had the training necessary to do so. And it is another question entirely as to whether they have been accredited by the government to be entitled to teach for a school board.

Jean Fugère: Micheline.

Micheline St-Cyr: Obviously, in Ontario, we have a different situation, since nothing really has been done. When I look at the situation in Quebec, I wonder whether that typifies the future of literacy programs. I don't know, but I don't think it's possible right now in any case. I think something will have to be built from the ground up in Ontario and this is going to be a funding, rather than simply an assessment or achievement, issue. It is, however, also going to involve recognition by the Ministry of Education of learner achievements and our community literacy programs.

Jean Fugère: Roger.

Roger Doiron: I have to agree with Micheline. We're going to have the same situation in New Brunswick. What's going to determine…it's not a question of assessment or the recognition of achievements but, first and foremost, of the availability of funding. Once we've made

enough money available for people who wish to learn to read and write, I think we can then start working on this issue. Things are currently going on but, in New Brunswick, money is the basic issue since as I mentioned earlier, the demand at present far exceeds the supply. It's as simple as that.

Jean Fugère: Do any of you have any personal hopes or solutions that you think might improve the situation?

Micheline St-Cyr: The major problem at present in Ontario is that if we want to pay our course teachers…because I think to build on a truly solid foundation…I firmly believe these people should be trained. I don't necessarily mean that they should have degrees in education, but I think it's important that they be trained and that this training should be recognized by the government. And rather than being obliged to pay our people to work for the school boards (as is currently the case), I would really like to see the continued use of community groups for this purpose, with guaranteed funding from the Ministry of Education, taken perhaps from the funds allotted for continuing education.

That's my idea - my dream! I don't know if it's possible or even workable, but right now, I think it's the only possible way to truly establish a literacy training system.

Jean Fugère: In Ontario...Marc, your viewpoint?

Marc Leduc: My chief desire would quite simply be for literacy services to be included in the priorities, resources and all of the budgets allocated for assessment activities. And I think we're off to a good start. Complete services. In other words, the school boards need assessment material to implement the guide or whatever takes the place of the learning assessment program. We should have the maximum amount of this type of material possible. I also wish that we could - depending on the issues and needs with respect to program assessment - perhaps conduct a program assessment limited to the exact questions for which we're seeking answers (or at least attempt to do so).

Jean Fugère: Serge.

Serge Wagner: Generally speaking, my wish would be that there be recognition of the assessment, the learners and the "teachers". I would also want the programs to be run a little more in the context of recognition of the right to literacy (whether it be in English, French or the native languages, but including literacy training in French) and thus be a little less in the context of a charitable speech on literacy (which seems to be part of many literacy policies and practices in Canada). In other words, an assessment policy more in

the context of the right to literacy.

Moreover, I would say that if there is any complying to be done with respect to program teachers, it should be done by giving ourselves the time and the mechanisms to allow for the readjustments (which don't just happen overnight). We can thus regulate the "teachers" in Quebec without, as the saying goes, "throwing the baby out with the bath water". I think this applies for individuals, as well as for the structures that have been set up over the past few years.

Jean Fugère: The last word will go to New Brunswick.

Roger Doiron: The primary purpose, the reason why the Fédération d'alphabétisation du Nouveau-Brunswick and the Fédération canadienne pour l'alphabétisation en français were formed, is to recognize the right to literacy. In fact, I think Serge mentioned this several times. In our case, if this right were officially, legally recognized, a considerable number of barriers would come down because we'd have the legal means to have this right recognized. As francophones, we know that even if the rights exist, it's always difficult to have them recognized - we're used to that…but at least the fact of *legal recognition* of the adult's right to literacy would provide a legal foundation.

Jean Fugère: Thank you all very much. You have heard some comments, suggestions and proposals here today. It's now up to you to continue the debate.

- THE END -